



Universal Education—The Safety of a Republic.

VOL. XVII.

ST. LOUIS, FEBRUARY 7, 1884.

No. 2.

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THE National Teachers' Association is to meet in Madison next summer. The President has been "out west," and seems to think this is a great country and that there are a good many people out this way who will want to be there. We agree with him, but we think if he would take hold and help get through an appropriation say of \$50,000,000, for educational purposes, so that our teachers could be paid a living salary, and have \$50 over to pay the expenses of a trip to Madison and return, that it would be a good thing for the rank and file who do the work! It will be a great meeting—it ought to be a great meeting, and we shall get all that is said for \$1.50 in a book—those of us who cannot afford to go, and there will be several of us in this condition.

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AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XVII.

ST. LOUIS, FEBRUARY 7, 1884.

No. 2.

Printed for the Editors, by PERRIN & SMITH, and "Entered at the postoffice at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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to the hosts of *new* friends, too that come with these substantial testimonials in the shape of subscriptions for this JOURNAL, paying in advance for the help it will give them and the light it will shed on their pathway. Thanks for the change wrought by this JOURNAL and other similar instrumentalities during the *more than seventeen years* of its publication. It has never missed an issue. We could to-day sell a *thousand* volumes of its complete file—if we had them.

With added experience—with added power coming from this and from added knowledge with added patrons and readers, with added influence from age and success—we scarcely dare hint what the future will accomplish.

THE county superintendents of schools usually and most cordially respond to inquiries as to the statistics, status and progress made.

These evidences of growth show the value and importance of the work done by these officers. Supervision, close, careful and helpful, is all important, not only in railroad work, in machine shops, but in our public system, and universally those schools are the best, where there is the most intelligent and careful supervision.

OUR leading business men who have carefully watched the progress, growing power, usefulness and importance of the Manual Training School of Washington University, give to it thousands of dollars year by year, and remember it generously in their wills, notwithstanding Dr. Laws declares all such money "*wasted!*" Poor, old Dr. Laws!

The English Geographical Society has sent an expedition to explore and survey the Island of New Guinea.

"Summer normals and normal institutes, normal schools having one or two years' course, normal schools having four years' course, and chairs of pedagogy in the universities correspond to different demands in the same general department. They are practical expedients created for the most part as the want was felt and afterwards found justifiable upon philosophic principles. There is needed just now a mind at once philosophic and practical to differentiate and systematize these several agencies, to adjust each to its province and co-ordinate all together in the interest of the various requirements of the school service of our country."

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ST. LOUIS, FEB., 1884.

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WE have been obliged to change the services of one or two of our mailing clerks, and as a consequence some of our editions were not mailed as early as they should have been.

We hope to avoid this in future. Do not fail to notify us by postal card if the JOURNAL is not received regularly and promptly.

NO EVACUATION.

THREE great armies never evacuate a country, viz.: the army of the illiterates, the army of the vicious, the army of the criminals. They may weaken; they may retreat; they may apparently surrender under some sort of truce, but they never evacuate, leaving a country entirely and leaving it forever. No. The best and utmost that can be attained, or ever hoped is, to keep these armies under constant fire, to keep them in motion, to keep their numbers relatively decreasing in even their congenial strongholds. The struggle will never end.

Reinforcements at the crisis are all-important, as was seen at the battle of Waterloo. Reinforcements can be poured into the fortresses in a few months if Congress will pass a proper law. Reinforcements of money, "the sinews of war," the people's money can be appropriated in such a way as to strengthen immensely the cities where lurk large detachments of these three armies. As shown in detail (see our October and November JOURNAL), these cities are headquarters and recruiting stations for the deadly enemies, and ought to be thoroughly officered, and at the earliest day. These cities once fairly rescued and enfranchised from the dangerous classes, or, in other words, the dangerous classes once properly trained, educated, fitted to live as good citizens should, the worst is over, the rest is easier. The line of fortifications would then be broken. The worst dens of these wild animals would be filled and stopped. Such lairs, at least, would have to be effectually modified and improved. Arm the School Superintendent of St. Louis or Philadelphia with twenty per cent. greater power to enforce the school laws by means of teachers and policemen, and the number of unschooled children would decrease rapidly and largely. The decrease would resemble the decrease in wild animals in proportion as they are tamed and their offspring grow up domesticated, docile, and useful, trained to do a good service from an early age—again that augments in a geometrical ratio with successive generations. Had Mrs. Jukes been properly trained, her six hundred descendants would have furnished a much smaller proportion of vagabonds or criminals.

Reinforcements are needed

and the sooner, the more profitable will be the investment, the more effective and permanent and rapid will be the reduction of these armies that never evacuate. We must conquer or be conquered.

INCREASING INTEREST.

THE more the subject of "Federal Aid" to Education is discussed, the more important it seems to be that Congress should take such action as shall give us, without further delay, the means to establish and maintain schools where illiteracy prevails to such an alarming extent. The precedents, as we have said before, are in favor of such action.

In fact, one of the most cogent reasons urged for distribution, by Mr. John C. Calhoun in 1836, was that such distribution would make the States "jealous and vigilant guardians of its actions on all measures touching the disbursements and expenditures of the Government," and President Jackson also said that when the distribution shall have been made, "our population will be relieved from a considerable portion of its present burthens, and will find, not only new motives to patriotic affection, but additional means for the display of private enterprise. The fiscal power of the States will also be increased, and may be more extensively exerted

IN FAVOR OF EDUCATION

and other public objects; while ample means will remain in the Federal Government to promote the general weal in all the modes permitted to its authority."

Take the great State of Pennsylvania as an illustration of the benefits derived from this distribution in 1837—and every man, woman and child on the continent, feel to-day the beneficent results of that action.

The three installments which the State received—the fourth never being paid over,—were transferred in January, April and July, 1837. Each installment was \$955,838.26, the total of the three being \$2,867,514.78. These funds reached the treasury at the precise time when the State was engaged in two undertakings of great importance,—the establishment of the public school system and the construction of the system of public works. And to these two objects the whole of the money was applied. At the end of 1835 there were (said Governor Ritner three years later,) but seven hundred and sixty-two common schools in the State, and

the State's appropriation to them was but *seventy-five thousand dollars*. Yet by the close of 1838 there were *five thousand schools open*, and the State appropriations had been in 1837 \$608,732, and in 1838 \$414,828. By the timely aid of the national hand, Pennsylvania's public schools were firmly established and they have gone on prosperously and strongly ever since.

Will anyone claim that Pennsylvania was damaged or humiliated or pauperized by the use of this \$2,867,514.78 in 1837?

If this great State was aided so much at that time, would not a similar appropriation help Arkansas and Louisiana and Texas and Mississippi now? If it was right then, is it not right now? If it was necessary then, is it not necessary now?

MANUAL TRAINING.

MR. PHILIP C. GARRETT, in his paper on Progress of Industrial Education, read at a recent meeting of the Social Science Association in Philadelphia, claimed "that the public school system should be reformed and adapted to the education of the mechanical and industrial classes. He held that it was equally necessary for the protection of employing and employed classes of people, that common schools should give industrial instruction." Mr. Garrett and his conferees are on the right track, but they are unfortunate in some of their expressions. There are no "classes" known in our American society.

Sweden and Norway have 500 industrial art schools similar to the St. Louis Manual Training School.

Prof. Jerome Allen, of the St. Cloud (Minn.) Normal School, in a recent address, said: "Any school that makes its pupils unwilling to work is worthless, and any public school whose great aim is to fit only for the profession should be reformed and reconstructed. The masses are to be educated in a way that will fit them for the work of life. What kind of an education this should be is the most important question now before the American people."

The St. Louis *Globe-Democrat*, in referring to the establishment of Manual Training Schools as a part of public instruction in Bangor, Me., New Haven, Conn., Baltimore, Md., Boston, Mass.,

San Francisco and Oakland, Cal., editorially says:

"In all these measures the influence of the St. Louis Manual Training School, and the reports and addresses of Prof. Woodward, the director, is clearly to be seen. The success and popularity of the school is manifest to every visitor, and every delegation of school officers and teachers that leaves its doors enthusiastically approves its methods and aims, and commend the spirit of earnestness shown in every shop and recitation room. The founders of the St. Louis school may well be proud of their work. They have perhaps builded better than they knew, but if they wish to maintain their position as leaders of the New Education, they must see to it that they are not outdone by some sister cities."

Superintendent Long of the St. Louis public schools recommended recently to have manual training classes in two of the schools, and his recommendation was approved.

The Mechanics' Exchange, of St. Louis, recently appointed a committee to show the School Board "the necessity for a more practical education of the youths over 12 years of age" and to petition that Board, "to take into consideration the feasibility of establishing manual training schools upon the most practical and useful basis."

An effort is being made to have in the St. Louis public school library, a department for the study and reading of books and literature on mechanical theories and arts, in harmony with the manual training system of instruction.

The St. Louis Manual Training School, under the auspices of Washington University, has increased from 67 pupils to 200 in three years. Mr. Samuel Cupples, one of the trustees of this school, was in Glasgow, Scotland, four months ago, and as one result the officers of one large school there have written to Prof. Woodward for minute information as to the New Education.

In Prussia, Prince Bismarck proposes to establish a Department of Industrial Education as a part of the General Government.

Indian Nation has been decided by a United States Judge to be a foreign government and not a Territory of the United States, consequently the name Organized Indian Colonies of North America is being used to designate that country.

SCIENCE AND THE CLASSICS.

ANNA C. BRACKETT.

THERE are in Germany, as probably most of us know, two parallel courses of study below that of the university; one that of the *Gymnasia*, the other that of the *Realschulen*. The former schools were designed to fit pupils for the universities; the latter were intended for those pupils who were not to go to the universities, but to enter at once upon active life. In this country we often find two parallel courses in our high schools. At a certain definite time the student has to decide to which course he will devote himself. If he be destined for college, he must follow the so-called classical course, leaving most of his English training, his knowledge of modern languages and science to be provided for afterwards in the college. If he take the scientific course, he does not take Greek and Latin, or at any rate, very little of the latter, but does take English literature, the modern languages and science. In some of the larger cities, as *e. g.* Boston, we find two separate schools, as in Germany, the Latin school and the English high school.

A little reflection will show us that the work of the former is intended to be disciplinary, to be mainly a means to an end, while that of the latter is knowledge-giving, or an end in itself. In other words, in the two schools we have expressed in tangible form the perpetual contrast of classics and science. The question of discipline or facts, or, as so many people unwisely express it, the question between the "theoretical" and the "practical" education.

The question has been lately brought into prominence in this country by the address of C. F. Adams before the Phi Beta Kappa Society of Harvard University. Mr. Adams strongly opposed the study of Greek, and while he was willing to allow some time to Latin, still evidently thought that what a man needed most for success in life was the modern languages and the physical sciences.

There has recently been published by Ginn & Heath, of New York, a translation of an address delivered before the University of Berlin, by its Professor of Chemistry, Dr. August Wilhelm Hofman, which deserves the attention of all interested in education. Prof. Hofman's words come

with the more authority because he is engaged in the department of Natural Science.

In a German University the Philosophical Faculty embraces all the sciences which do not belong to Theology, Law or Medicine. The question which Hofman discussed was that of dividing the Philosophical Faculty into two; one of Letters and one of Mathematics and the Natural Sciences.

Although this would not at first sight seem to be the same as that which I have stated, it is so in reality.

According to the old arrangement, none but students of the *Gymnasia* were eligible to the universities. This insured that every student in a German university should have the mental training derived from a thorough study of Greek and Latin. But a popular demand arose that the students of the *Realschulen* should also be admitted. And in 1870, by official decree, students from *Realschulen* of the first rank were for the first time permitted to matriculate at the universities, "for the purpose of studying Mathematics, the Physical Sciences, or Modern Foreign Languages."

The Prussian *Realschule* of the first rank as compared with the *Gymnasium*, dispenses with Greek, reduces the Latin by nearly one-half, introduces English, and gives more time to German; doubles the time for French, more than doubles that given to Physical Sciences, and increases that devoted to Mathematics nearly one-half.

At the time when the permission referred to was given, the faculties of the various Prussian Universities nearly unanimously protested against the admission of such students. The decree, however, went into execution and the experiment has now been tried for ten years. The result is a renewed protest in still stronger terms in 1880. The little pamphlet referred to gives not only Prof. Hofman's inaugural address, but the two opinions of the Philosophical Faculty of the University of Berlin, and a general view of the whole subject which cannot but prove deeply interesting and valuable to all thoughtful persons.

Prof. Hofman announces his unhesitating belief that "all efforts to find a substitute for the Classical Languages, whether in mathematics, in the modern languages or in the natural sciences, have been hitherto unsuccessful; that

after long and vain search one must always come back finally to the result of centuries of experience, that the surest instrument that can be used in training the mind of youth is given us in the study of the languages, the literature and the works of art of classical antiquity."

I copy the following from the opinion of 1869:

"The *Realschule* fixes a higher standard in mathematics, but the end which it attains depends finally on the personality of the teacher; there are *Gymnasia* which accomplish just as much; and on the whole, the start gained by the average *Realschuler*, so far as concerns his ability to acquire the higher mathematics, is insignificant. In regard to the natural sciences, the most notable of our chemists and physicists, as well as the representatives of the other departments, agree that the students from the *Gymnasia* on the average accomplish more. It is the general experience that the foretaste of these studies dulls rather than stimulates eagerness for knowledge. Still less are the modern languages able to take the place of Latin and Greek; for since, as a rule, the only thing aimed at in their study is a certain facility of use they cannot serve in equal manner as an instrument of culture. The main point is that the instruction given in the *Realschule*, lacks a central point. Hence the unsteadiness in its system of teaching."

My article is too long, but I cannot close without urging again the reading of this most admirable address, with the notes thereon, by every American teacher.

LET CONGRESS ACT.

WHY should there be any more delay in granting the needed aid to save the nation from the dangers which menace us from illiteracy?

We have the money, and if Congress will make an appropriation, according to the bill of Senator Blair, or any better that can be devised, it would powerfully reinforce the ranks of education, for, as shown in the October number of this journal, and in the November number, by ample calculations, the States would thus be enabled without levying higher taxes, to do much more for the welfare of schools, by increasing their number, and still more, increasing their efficiency by the aid of better paid teachers in every grade. It would enhance the efficiency of

all the present school machinery ten per cent. or twenty per cent.—an enhancement which all practical men would be quick to make in business at every opportunity.

Illiterates in 13 States: total, white, 423,647; colored, 741,755.

"Over a million who cannot write—and, it is safe to say, can neither read nor write!" "A menace to our form of government," and to the institutions of any free government on earth that is founded on the virtues and intelligence of the people.

One State has over 144,000 of these illiterates.

Or, in another light, one State shows 20 per cent. of her white population unable to write out of all her white males from 15 to 20 years of age; a second State shows 23 per cent.; a third shows 26 per cent.; and a fourth 29 per cent.—a dangerous element, and harmonious and felonious, obnoxious to the worst of passions within and of influences from without.

If an ocean steamer has a crew of a hundred men—of whom twenty-five are ignorant, and are turbulent, and violent, and truculent, the steamer is in no small danger of going to the bottom by negligence or by direct violence, above deck or below—recall Longfellow's pathetic and sublime apostrophe:

"Then, too, sail on, O ship of State!
Sail on, O Union, strong and great,
Humanity with all its fears,
With all its hopes of future years,
Is hanging breathless on thy fate."

We swim or sink together as a nation. Teach and train every citizen on board—every young citizen, at least. Give every such one the sentiment of deepest gratitude for benefits received and powers conferred, the sentiment of filial and of paternal love for the institutions that enriched his youth and the influences that gladden his early manhood, and brighten his riper years—filial—toward his ancestors—fraternal—toward his fellow-citizens.

Federal aid, under State control, according to population, will practically solve the problem, and save the nation.

"Don't give up the ship," so say we all of us.

Matamoras, Mexico, enforces compulsory education by arresting children found on the streets during school hours, and if the parents cannot give a satisfactory excuse for such children's absence from school, they are required to pay a fine which goes into the school fund. Several days ago twenty boys were arrested in this city under that law.

ARKANSAS

American Journal of Education.

J. KELLOGG, } Editors.
J. B. MERWIN, }

PER CAPITA DISTRIBUTION.

MR. AIKEN, Chairman of Congressional Committee on Education, gives his moral support to the Federal Aid proposition advocated by THE AMERICAN JOURNAL OF EDUCATION.

He recently, in speaking of the educational aid measures before Congress, said:

"I am not satisfied with a distribution of funds according to illiteracy, and what is more, I am very sure that it will not pass. Under this proposition the very large bulk of it would go to the South. If the money proposed were to be distributed according to population, then the measure would go through quickly enough, for on that basis it would give most money to the North. We, of the South, do not object to seeing a proper proportion of the money go to the North. I would favor a bill which would reimburse every State a certain percentage of the money it may expend in general education. This would stimulate the States to action and would be better in many ways."

If Arkansas could have her share of \$50,000,000 of the surplus revenue of the United States, prorated on population, to devote to educational purposes, she would receive \$802,520 per annum, of which Little Rock would get \$13,180. With this money, local taxation would be lessened, while teachers' salaries and the number of teachers and schools would be increased.

SCHOOLS 1900 YEARS AGO.

THE *Sunday School World*, of Philadelphia, recently gave an article on schools in Palestine, in the time of Christ, from which we glean the following information:

"A Jewish child was usually cared for and instructed by his parents at home, until six years of age, when he was given the fringed or tasselled garment and placed in care of a teacher. The instruction was elementary. A school or teacher was required for every twenty-five children. The school could not be located in a densely populated part of a city, nor near a river which might be crossed by an insecure bridge. Parents were accustomed to see that the child was in his place with the teacher at the proper

time. The Hebrew Scriptures were among the earliest things taught to the boy, at first orally; and as soon as he could read, portions of the Old Testament on parchment were used, or if pupils were indigent, then the portions were copied in the sand on the floor. Lessons suited to the capacity and progress of the children were chosen. The elementary instruction was intended to be simple and popular. Universal education was a prominent Jewish idea. At that time the Jews held to the opinion that 'the world is preserved by the breath of the children in schools,' and 'a town in which there is no school must perish.'"

ILLINOIS.

THE Press of the State of Illinois would be largely benefitted by having tens of thousands more people in that State and surrounding States made capable of reading. To secure this benefit the newspapers should advocate Federal aid for education, and instruct their readers how to assist in the work by petitioning congress for such aid.

The Illinois State Teachers' Association held a meeting during the holidays, at Springfield. The subjects considered were:

The District School—What It Is and What It Ought to Be.

Scope of Training School work.

Illustrative Teaching.

Object Teaching—Its Place and Function in Public Schools.

The Sciences in the Schools of Illinois.

Is Greek a Fetich language?

Imagination as a Factor in Education.

Manual Training in Schools.

The Effect of a Few Simple Educational Principles Fully Applied.

Knowledge is Power.

The Management of Bad Boys.

Seventy three owners of perpetual scholarships, representing \$73,000, in the Chicago University have instituted a suit to make these scholarships a lien on the institution and to take prior right to all mortgages.

Last month Iroquois county ran short of teachers, and the school board had to do an unusual act, that of advertising for teachers to apply for positions.

Rushville, Schuyler county, levies a tax of \$21,000, of which \$9,500 is for school purposes.

Belleville school board has resolved that school time shall conform to the new standard time for railroads.

Rev. Dr. W. W. Harsha, Presbyterian, of Jacksonville, has been invited to be President of Bellevue College, Neb.

A very successful fair, festival, concert and literary entertainment was held last month, in Carbondale, to aid a fund for furnishing rooms for the Southern Illinois Normal School recently burned.

STATE CERTIFICATES.

Examinations for State certificates will be held, in Illinois, this year August 19, 20, 21 and 22, at the following places: Chicago, Dixon, Bushnell, Gilman, Normal, Springfield, Paris and Centralia.

Both oral and written methods will be employed. The questions to be answered under each branch embraced in the written examination, will be printed on slips of paper and consecutively numbered. Each applicant will be furnished with one of these slips and with pen and paper. A definite time will be allowed each branch. Each answer must bear the number of the corresponding question.

In questions requiring demonstration or analysis the entire work should be given and not merely the result or answer, so that the several steps of the process may appear and the board be the better able to judge of the teacher's habits of thought and reasoning.

In addition to writing answers to the printed questions, candidates will also be examined orally in reading and arithmetic.

When an examination, both written and oral, is made in any branch, the applicant's standing in that branch will be the result of both examinations, but the written examination will have double the weight of the oral in determining the standing.

IOWA.

IN Iowa editors of newspapers are calling on school teachers to assist them in securing more subscribers. These editors can get more readers and also assist the teachers by advocating Federal Aid to Education and by securing the signature of every subscriber to petitions to Congress asking for national assistance to the school fund. To learn more citizens how to read will no doubt make more readers for newspapers.

The Iowa State University, at Des Moines, having accommodation for 900 students has been completed and will be opened this month.

The school board of Des Moines recently resolved to have kindergartens as a part of their school system, on a similar plan to that of St. Louis.

Oreston wants a normal school department added to its public school system.

Iowa State school fund has recently increased from fines imposed on violators of the liquor prohibition law.

The State Superintendent is preparing a map showing where every school house in Iowa is located. He has recently ruled that school boards may dismiss any pupil whose presence seriously interferes with the progress of the school. He also ruled that the manuscripts of teachers' examinations shall be filed and preserved in county superintendents' offices.

FOREIGN SCHOOL NOTES.

AN English Educator who has been visiting East India, claims that only about 500 natives out of 150,000,000 know how to read books in their own vernacular, and but a few of these can read English.

In many of the primary grade schools in Germany, recently, the school officials require blackboards and slates to be a cream-white color, and the crayons and pencils to mark in black. It is claimed by these educators that ordinarily written letters drawn in black on white ground can be seen 16½ feet by the children; in white on black, 13½ feet; and gray on black, 10 5-6 feet.

The Argentine Confederation, South America, in December, last year, appropriated \$4,000,000 to advance public instruction and for building 300 new school houses. This Republic has a population of nearly 2,600,000. Its school system is similar to that of New York State, U. S. N. A. The teachers are nearly all from the United States of North America, and among these teachers are two from St. Louis. These two are Miss Clara J. Gillies, formerly of the Humboldt, and Miss Mary O. Graham, formerly of the Clinton School, St. Louis.

LOUISIANA American Journal of Education.

GEO. D. ALEXANDER....., Editors
J. B. MERWIN.....

LOUISIANA.

THE friends of education here are at work to get our next legislature to make a forward movement in free schools, by passing several bills that will tend to materially assist the cause. The most prominent of these will be to educate her own public teachers, and to increase the pay of the teachers. Without good salaries no good teachers can be procured. Without a more liberal appropriation the free school system will be a failure—nay, a damage to the cause of education.

If the \$50,000,000 surplus in the national treasury were distributed as it ought to be, the share of Louisiana in the proposed fund, per annum, would be \$939,940, of which New Orleans would get \$216,140 and Shreveport \$11,960, with which to establish public schools without increasing taxation. Have all the teachers in the State signed and circulated petitions for this distribution?

WHAT is the use of giving money to make Christians of the heathen far away unless we act like Christians to the heathen when they are near at hand?

It is always something to have earned a kind recognition somehow.

THE right thing to do at the time I am sure, can never become wrong afterwards.

A SUCCESS.

THE distribution of \$28,000,000 of money among the States on a per capita basis in 1836-1837 according to the recommendation of Gen. Jackson, while President of the United States, and under the immediate leadership of John C. Calhoun, seems to have been fraught with great good. The State of Delaware received \$286,751.49. And a very simple and practical use of the whole of it was made. The sum when it reached the State treasury was by an act of the General Assembly invested in the permanent school fund, and for many years it remained the principal part of that fund. The public-school system, then newly established, received an important measure of assistance from it, and not a dollar, so far as now appears, was in any sense misapplied or wasted.

Whether the distribution of 1837 caused an extravagant and useless expenditure of their other revenues by the States, is another form of the present inquiry. So far as appears from the figures presented by Pennsylvania, it did nothing of the sort. Omitting the payments to public schools and public works, and for the Constitutional Convention which sat at that time, the total of other expenditures in the fiscal year that began (November 1st, 1837,) immediately after the money had been received was less than in the year preceding. In the latter, they were \$598,969.35; in the former, they were \$685,909.38. It appears from this fact, as well as from the specifically careful and prudent application of the surplus money, that even without those safeguards which would now be thrown around it distribution was a success, and not a failure.

At all events, in view of the official record of the extent of illiteracy in the country, we see that the experiment of another distribution, under proper restriction, shall now be made for education in each of the States on a per capita basis.

We have the money on hand—over \$100,000,000—now in the treasury.

Is it not better to spend it for education than to have it used as "spoils" by whichever party shall win next time? We think so.

NEBRASKA.

IF the teachers and editors in the State of Nebraska should immediately co-operate in a movement to secure large petitions to Congress, asking for Federal Aid to Education, it would help each materially. Newspaper editors and proprietors are as largely interested in the subject of education as any other class of citizens from the fact that the more people that can read the greater will be the demand for newspapers.

Polk, Phelps, Nemaha, Furnas, Adams and Harlan county, Neb., have elected ladies to be school superintendents, and the local newspapers are rivaling each other in making public the superior tact and executive ability of these new superintendents.

A new feature in the school system of Omaha, is an evening school for teaching industrial pursuits to young men and women.

A few days ago a hot stove over-turned in a school-house in

Louisville, Neb., and the teacher, by his presence of mind, prevented fire being communicated to the building by pitching the stove out of doors.

THE man whose part is taken, and who does not wait for society in anything, has a power which society cannot choose but feel.

The citizens of Fremont are wishing and working for the establishment of a Normal school in their beautiful and growing city.

Pawnee City people have an incorporated stock company for maintaining an advanced academic school there.

The whole State is "booming" along under the able supervision and inspiration of Hon. W. W. Jones, the State Superintendent. He has the most cordial endorsement of the County Superintendents and teachers, and his efficient work is telling outside the State as well as within its borders.

The Union Pacific R. R. Co. say that "Nebraska is a land flowing with milk and honey." This may be true at certain seasons of the year. We did not see this as a literal fact, as we were there in the winter season when "The Platte River" was frozen over—but we did see a vast amount of "good cheer" and enthusiasm and good feeling on the part of as large and intelligent body of teachers as we ever had the pleasure of meeting east of the Missouri River.

Gen. Eaton, United States School Commissioner, in his last published report, says: "Nebraska has advanced in nearly all respects. There were 10,476 more youth of school age, 8,227 more enrolled in public schools, and 5,348 more in average daily attendance. With an increase of 269 in school districts there were 517 more having school 6 months and over, while fewer reported no schools, and the average term for the State was a day longer. More teachers were employed, at a slight advance in average pay; \$27,108 more were expended for public school purposes, and the permanent State school fund increased by \$1,803,348.

THE Chicago, Burlington and Quincy R. R. are looking close after St. Louis interests in freight as well as passenger business. They have just commenced running a through freight car daily from East St. Louis to Council Bluffs, leaving here at 4 p. m. and making the trip in less than forty-eight hours. This is a move which will be greatly appreciated by St. Louis shippers.

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WOMAN'S MEDICAL COLLEGE OF CHICAGO.

The annual session commences about the first Tuesday in October, and continues 22 weeks. Spring term commences about March 1, and continues 12 weeks. The requirements for admission, the course of study, and the requirements for graduation fully equal to contiguous colleges. Prof. Wm. H. Byford, A. M., M. D., Pres't. For information or announcement, address Prof. Sarah Hackett Stevenson, M. D., Sec'y. 16-3ff

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TENNESSEE

American Journal of Education.

W. E. BELL, } Editors.
J. B. MERWIN, }

TENNESSEE.

A LEADING County Superintendent in Tennessee writes that the "Tennessee edition of the AMERICAN JOURNAL OF EDUCATION is doing very much in this vicinity to show the value of better schools to all the interests of the State.

The people read it with interest. Teachers begin to clip items and put them into the local papers.

There is a growing interest in our schools, as the tax-payers begin to see that taxes for school purposes are a good investment.

We shall send clubs for the JOURNAL from this and adjoining counties right along."

FEDERAL AID.

PRESIDENT ARTHUR in his recent message submits "For the consideration of Congress, whether some Federal Aid should be extended to public primary education wherever adequate provision therefor has not already been made."

The Secretary of the United States Treasury, in his recent reports, informs the President that the surplus revenue for the current year is \$85,000,000, and that next fiscal year the surplus will be \$40,000,000 more.

Congressman White has introduced a bill proposing to appropriate \$25,000,000 annually for five years, to aid common schools.

Congressman York has also introduced an educational aid bill. In this bill the provisions are for the appropriation of all the surplus money in the U. S. Treasury, and all the money hereafter derived from internal revenue, for educational purposes.

Dr. T. B. Harwell, the W. M. of State Grange of Tennessee, takes an active part in furthering the plan for Federal Aid. When in Washington, D. C., as a delegate to the National Grange; and when in Louisville, Ky., as delegate to the National Congress of Farmers, and also a member of the Tennessee Association of Farmers, last month he offered a series of resolutions and made speeches, advocating the principles of national aid to education on the basis of illiteracy. The resolutions were approved by committees and adopted by the above mentioned societies, who

appointed special committees to present the subject before Congress now in session. In a letter Mr. Harwell says: "I am heartily in sympathy with the JOURNAL in reference to the question of National Aid to Education. It has been my policy to get every representative body to declare in favor of the principle, and so far as I have had an opportunity this has been done."

At the last meeting of the St. Louis School Board a resolution was offered and referred, asking the St. Louis "Representatives in Congress to inaugurate legal enactments which will authorize the distribution of every surplus per capita of school children in every State."

The New Orleans *Times-Democrat* sent a corps of reporters to explore the Florida Everglades in the interest of geographical science.

BETTER WAGES.

GEN. EATON in his last published report suggests two important measures for the purpose of securing better wages for our teachers—a subject to which we have already devoted considerable space and attention, with a result so favorable so far as Missouri is concerned, as to an average increase to every teacher in the State of \$19.62 according to Dr. Shannon's official report.

Gen. Eaton says: "The teachers of the United States bear favorable comparison with those of England and France, in which countries it must be remembered popular education is of recent development; the advantage does not seem to be with us if the comparison be extended to Prussia and Switzerland. There are exceptional districts, in which the teachers are carefully chosen, well paid, and retained from year to year, but in general our rural schools are suffering the natural consequences of a low estimate of the requirements of the service as expressed in careless appointment, meagre wages, uncertain tenure, and absence of systematic, efficient supervision."

To secure a general advance in wages the Commissioner suggests two measures: first, a fixed minimum salary in each State; second, increased funds for the payment of teachers. The latter measure engages attention because connected with the proposition for national aid to elementary education. That is what we need: "in-

creased funds for the payment of teachers."

An appropriation of fifty millions of dollars to be divided per capita will give us the "increased fund."

SWIM OR SINK.

THE last report of the Commissioner of Education just published, proves to be of the greatest value, like former reports.

If properly read, and heeded, it will become an impulse to zealous patriotism and generous action. It is, in fact, hardly less valuable to educators than the charts of the U. S. Coast Survey to navigation and commerce, for the weakest and most dangerous aspects of our condition in educational matters are set forth clearly and in detail—shoals and reefs, currents and rocks, are laid open before the reader. The path of safety is as clearly mapped out as the best ocean routes are laid down in Maury's Sailing Directions.

Swim or sink is the sure result. The strongest ship is only as strong as its weakest part. The welfare of the Union depends ultimately on the welfare of the separate States. The welfare of any State may and must depend on the welfare of its great cities, or even of some one city, in a critical time. The city may hold the balance of power that makes the State rise or fall.

The statistics of illiteracy are alarming to a thoughtful mind, its vast extent, its proportion to the inhabitants, its relation to vices and crimes, its bearing on legislation, and its obstacles to the enforcement of good laws, its tendency to consolidate masses of ignorant and vicious voters and to put them into the unscrupulous hands of the demagogue—all these and kindred topics demand attention, demand prompt and effective labor, and demand all the resources that can be used to reduce and remove such evils before it is too late.

City by city, town by town, village by village, every part of our country has an immediate and a vital interest in such effects.

The recent census of England, 1881, shows that in England and Wales there are 171,831 persons engaged in educational work, of which 123,718 are women. The total population of the above two countries is about half that of the United States in 1880.

Reading Schools.

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TEXAS.

MR. J. B. MERWIN, Managing Editor
AMERICAN JOURNAL OF EDUCATION.

DEAR SIR: Having observed, with deep interest, the various discussions by the press, of the question of Federal aid to public education in the several states, I beg leave to submit through your valuable JOURNAL a special plea for Texas. While every State in the Union may justly claim a portion of the idle and unappropriated treasure paid into the National Government by their citizens, and ask that it be added to their respective State school funds. Texas, we think, can offer special grounds for her claim for help in her struggle to establish a public school system, which is in its infancy, the present public school system of Texas having existed only about six years; laboring under many disadvantages and strong opposition, a character of opposition that is always difficult to overcome. The most formidable opposers are corporations and other large tax-payers, as was demonstrated by their efforts to defeat the recently adopted amendments to the State constitution, which amendments provide for a direct tax for the maintenance of public schools—though this tax is only supplemental to a considerable school fund derived from various other sources.

The key note of these opposers is, the injustice of a tax upon their property to raise a fund to be used in a fruitless effort to educate the negro, and this is a telling argument before the populace, especially when we consider that a very large per centum of the school fund in Texas goes to the colored children; and we shall have another contest over the same question before our next Legislature, when an effort will be made to revise our school law so as to make it conform to the constitutional amendments.

Now, if the general government will supplement our State school fund, say \$150,000, we can afford to educate its pet citizens, and our people will willingly do so, because this would enable us, without a burdensome direct tax, to increase our school term to six to ten months in the year, and it could do that which is of still greater importance, it would disarm the opposition to free schools and enable us to get a bill through our State Legislature revising our public school system, making it permanent and putting

it on a firm basis, and bringing it up to the standard of public schools in our older sister States.

This aid we ask is but simple justice, for the reason that Texas is burdened with a large negro population, paying, comparatively, no taxes, while the law gives them equal rights with the white children to the school privileges. We think the education of this ignorant race, is a matter of national interest and the burden should be shared by the whole people, through the agency of the general government.

Yours truly,
J. K. MILAM.

EDUCATING INDIANS.

THE Secretary of the United States Interior Department in his recent report to the President, in reference to Indians, lays much stress upon educational influences. From this report it is learned that only about one-fourth of the Indian children have school advantages, and that there is another fourth, about 10,000, ready for school, but there is no provision made for them, though the General Government owe the tribes money for lands taken under certain treaties. The kind of instruction recommended is that of manual training as well as intellectual development. This report also shows that 5,000 inhabitants, or one-sixth of the population of the Territory of Alaska, are Aleut Indians, and the establishment of well organized school systems for them is recommended, especially a manual training school at Sitka.

Senator Morgan recently offered a resolution in the Senate instructing the Committee on Indian Affairs to inquire as to the expediency of creating a military academy for Indians west of the Mississippi river.

The Senate Committee on Territories has reported a bill to establish public schools in Alaska, for both Indians and other classes.

The Modoc Indians have a public school at Seneca, near Vinita, Indian Nation, with seventeen pupils, children from twenty-six families, learning English spelling, reading and arithmetic.

Krupp, the great steel manufacturer at Essen, Germany, employs, it is stated, 20,000 men; and he provides eleven primary and two manual training schools for the educational benefit of his employees' children.

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MISSISSIPPI

American Journal of Education.

INTERESTING FACTS.

WE glean the following interesting facts from General Eaton's last report: "From the statistical summary, generalized without reference to States, it appears that the school population is, for thirty-eight States, 15,661,213; for ten Territories, 218,293; the number enrolled is, for thirty-eight States, 9,737,176; for ten Territories 123,157; the number in daily average attendance is, for thirty-four States, 5,595,329; for nine Territories, 69,027; the number of pupils in private schools is, for twenty States, 564,290; for two Territories, 5,305. The total number of teachers in thirty-eight States is 285,970; in nine Territories, 3,189; the number of male teachers in thirty-six States is, 107,780; in seven Territories, 1,018; the number of female teachers in thirty-six States is 158,588, in seven Territories, 1,805; the public school income in thirty-eight States is \$86,468,749; in ten Territories, \$1,673,339. The public school expenditure in thirty-eight States is \$83,601,327; in ten Territories, \$1,510,115. The permanent school fund in thirty-four States is \$123,083,786; in two Territories, \$1,089,015."

"BLUCHER OR NIGHT."

THESE memorable words came echoing down from the battle-field of Waterloo.

Our nation is imperilled by three great armies: the army of ignorance, the army of vice, the army of crime; all three co-operating with deadly effect, to injure, to weaken, to paralyze the life of our nation. Crime leads a motley and desperate band in our large cities, with many a recruit gathering in from the suburbs and rural regions. Criminals are almost always vicious, practically serving in two armies at once, and with full allegiance to each commander. Vice is generalissimo or commander-in-chief of a much larger army in the ratio of ten to one, and cordially allied to each other as comrades.

Thousands, every year, are recruited by natural graduation from vice into crime as amply prepared for it.

The vicious are largely ignorant, probably two-thirds or three-quarters of the vicious having never received any education or culture beyond the mere rudiments—enough to mis-use, too scanty to use well.

Ignorance is commander of myriad servitors and votaries, helpless as captives, willing captives often, carried on by the force of numbers, by the tricks of demagogues, desperate partisans or designing schemers, and we are at the tender mercies of the wicked, the unprincipled, to be led, driven, preyed on as mere tools of vice and crime in numberless instances.

Not identical in allegiance, not constant to one banner, but crossing and re-crossing, to and fro from army to army, as chance, as craft, as want, may dictate or persuade, these armies practically unite and fight as one, with one dangerous aim, the heart of the nation, assailing all its virtue and its intelligence.

"Blucher or Night," was the earnest call. "Reinforcements" is the urgent need and the call of many millions of children. It is now or never. If twenty years of unchecked ignorance, vice and crime were to pass, the destruction of civil and religious liberty would seem to be sure and settled beyond all hope of rescue. Ten such years may imperil all our dearest interests. Much time has been lost already. Much ground has been gained in local skirmishes by one or another detachment of the allied armies. Much more will fall into their hands if they once realize their brute power. The temple of our liberties will never be torn down by friends with eyes open to see the results of such unfilial and suicidal conduct, but by enemies even if unconscious and blind.

Reinforce! Reinforce! Let Congress help duly and our Waterloo will not be our utter and helpless ruin.

NORMAL SCHOOLS.

GEN. EATON in his last report says that the "225 normal schools reporting had 1573 instructors and 48,705 students, an increase of 5 schools, 107 instructors, and 5,628 students over 1880. The total increase in the number of normals reporting is 18; the total decrease 13; the increase being chiefly in public normal schools or departments for colored teachers in the South and the decrease chiefly in private normals. The number of city normal schools 147, representing cities in thirteen States; the number of State normals 90, representing all but five of the States. Only one county normal

was reported upon the returns to the statistical division, viz., Normal and Training School, Cook county, Illinois; a few others are mentioned in the abstracts. Of the whole number of normals, 113 are public, as against 106 in 1880.

"Appropriations for normal schools average a little higher every year. The six largest appropriations were as follows: Philadelphia Normal School for Girls, Philadelphia, Pa., \$25,000; State Normal School, Whitewater, Wis., \$25,188; California State Normal School, San Jose, Cal., \$33,300; Michigan State Normal School, Ypsilanti, Mich., \$44,500; Connecticut State Normal School, New Britain, Conn., \$87,000; Normal College, New York City, \$95,000.

"The largest public appropriations to normal schools in the twelve States aided by the Peabody fund were \$20,000 to the Sam Houston Normal Institute, Huntsville, Tex., and \$7,600 to the Normal School of Texas for Colored Students, Prairie View.

Among the subjects treated under this head are admission to normal and professional schools, teachers' institutes, and normal training in colleges.

"The proportion of normal schools reporting gymnasiums is greater than in previous years, but is deemed less than should be the case considering the importance of physical training in a scheme of popular education. Not only should a gymnasium be an adjunct of every normal school, but physiology, hygiene, and sanitation should be included in the curriculum as affording invaluable knowledge to teachers."

"In concluding the consideration of normal schools, the Commissioner says:

"From the summary here presented it is evident that pedagogic training in the United States has developed a natural gradation.

American young ladies attending seminaries in Germany are, with other students, divided into two social divisions; the first class daughters of wholesale merchants and large manufacturers; and second class, daughters of retail store-keepers and mechanics—the latter including professionals.

In China, young men who, as students, are candidates for promotion from a local academy to the civil-service college of the Government, are imprisoned alone in cells to work out the problems given them, and are closely watched by police.

CO-OPERATION.

SUP'T PAINE says: "It is my earnest wish and cherished hope to have the constant co-operation and willing aid of all school officers and teachers of the State in advancing, elevating and expanding the great work in which we are all equally participants. Without such hearty co-operation I feel sensibly that my best endeavors will be vain and useless. With it I can achieve my highest aspirations, which are to so carry out the beneficent intentions of the law-making power of our State—that the blessings of free education, so auspiciously begun under my predecessors, may be extended to all the children of the State, conferring the highest blessings upon families and individuals and elevating the citizenship of the State to a plane equal to that of the most favored of civilized commonwealths."

THE newspaper is one of the most successful educators that can be sent into the community. It reaches everybody—even those who do not attend the schools. It fashions public opinion. It creates public sentiment. It brings the news of the world to all alike, the poor as well as the rich. Circulate the JOURNAL among the people and show them the value of the work you are doing for them.

If a man cannot live except by doing wrong or making wrong things, then it is God's time for him to die.

NO TRUTH so sublime but it may be trivial to-morrow in the light of new thoughts. People wish to be settled; only as far as they are unsettled is there any hope for them.

'Tis certain that worship stands in some commanding relation to the health of man, and to his highest powers, so as to be, in some manner, the source of intellect. All the great ages have been ages of belief.

GO WITH mean people and you you think life is mean. Then read Plutarch, and the world is a proud place, peopled with men of positive quality, with heroes and demigods standing around us, who will not let us sleep.

ALL our days are so unprofitable while they pass, that 'tis wonderful where or when we ever got anything of this which we call wisdom, poetry, virtue. We never got it on any dated calendar day. Some heavenly days must have been intercalated somewhere.

WOULD it be too much to ask our friends, who send us in lists of subscribers, to *please* write the names and the post-office address of each *very plain*. We are sure if this is done carefully, every subscriber will get the JOURNAL promptly and regularly. We do all in our power to secure this result. If the JOURNAL does not reach you promptly and regularly please notify us at once by postal card.

THE good people of Trenton, S. C., are to be congratulated in being able to secure the services of Miss L. S. Jordan as a teacher. She is, and has been, so earnestly studious, so conscientious, so faithful and so alive withal, to get hold of and practice the best and most approved methods of imparting instruction, that, if we do not mistake, she will rise above the form and mere technicalities of teaching, and make of it an art. Such an art as Aurora Leigh describes:

"Art's a service, mark!
A silver key is given to thy clasp;
And thou shalt stand unwearied, night and day,
And fix it in the hard, slow-turning words,
And open, so, that intermediate door
Betwixt the different planes of sensuous form
And form insensuous, that inferior men
May learn to feel on still through these to those,
And bless thy ministration."

TEACHERS should welcome the visits of county superintendents and school officers, solicit suggestions and counsel from both, talk over methods of instruction and of creating more interest among the patrons and tax-payers, and unite all the elements, so as to insure cordial co-operation and win success. Every strong school helps and tones up all the others.

SCHOOL APPARATUS.

THE school law of Indiana, Section 10, is specific and plain in defining the duties of school trustees in that State on the question of school apparatus.

We clip from a late issue of one of our very best exchanges, the *Indiana School Journal*, the following, which we commend to the teachers and school officers of other States.

Section 10, of the School law says: "The trustee shall . . . provide suitable . . . furniture, apparatus, and other articles and educational appliances necessary for the thorough organization and efficient management of said schools."

"What Apparatus is Necessary.—No school can be successfully managed without a reasonable supply of suitable apparatus. The law makes it the duty of the trustee to supply school apparatus as

imperatively as it does to build a house and employ a teacher. A trustee takes an oath to perform his duty under the law of the State. He does not perform his duty unless he sees that suitable appliances are furnished his teachers.

SCHOOL DESKS AND SEATS.

"Great care must be taken in the selection of furniture. Durability and costs are very important items to be considered, but there are other points of more importance. The size of the desks should be so graduated that the feet of all the pupils can rest upon the floor. The shape of the seat and the curve of the back of the desk are also important considerations. Unsuited seats produce discomfort, irritability, stooping shoulders and sunken chests.

INDISPENSABLE ARTICLES.

"Among the indispensable articles of furniture and apparatus are a few chairs, a teacher's table, black-boards, a clock, a thermometer, a dictionary, a water-pail and cups, crayons and pointers, erasers, brooms and brushes. "There should also be a closet in which the moveable property of the school can be secured.

"The trustee should also furnish each school with a terrestrial globe and with suitable wall maps.

"No school is well supplied with educational appliances that is without these things; and no teacher should be employed who is not properly qualified to use them to the advantage of the children."

In order to permit the members of the Faculty of the Illinois Normal School to do more work in Institutes, the Board of Education, at its meeting on January 16, 1884, voted to discontinue the Teachers' Term, in August.

In consequence of this action, the present term will close on March 6th; the next term will begin on March 17th, and will close on June 19th. The Annual meeting of the Board will be held on Wednesday, June 18th, and the Commencement Exercises on the next day, June 19th.

The Fall term will begin on Monday, Sept. 8, 1884.

Get Rich.

When Hops are \$1.25 per lb. as now, an acre will yield \$1,000 profit, and yet the best family Medicine on earth, Hop Bitters, contain the same quantity of Hops and are sold at the same price fixed years ago, although Hops now are twenty times higher than then. Raise Hops, get rich in pocket; use Hop Bitters and get rich in health.

SUPERINTENDENTS PEASELY, of Cincinnati, and Greenwood, of Kansas City, have led off vigorously and grandly in the way of suggestions, as to what our school children and the teachers should read. Hundreds of teachers in Kansas, Iowa, Illinois, Ohio, Missouri, Texas, and other States, begin to catch the spirit of these teachers, and New England, too, pleads for more and more copies of Prof. Greenwood's little book. If you have not seen it, send to the Kansas City Times and get a copy. Enclose a stamp.

PROF. C. W. WOODWARD, Director of the Manual Training School of Washington University, St. Louis, was invited to lecture before the Johns Hopkins University, at Baltimore, on Manual Training. We shall publish extracts from the address in our next issue.

A GENTLEMAN conversant with the new school law of Texas, writes that the law "is fearfully and wonderfully made. One hundred ill-digested amendments were 'tacked on' to the excellent bill sent to the House from the Senate. The law with these one hundred amendments passed."

If it is not permitted us to believe all things, we can at least hope them. Despair is infidelity and death. Temporally and spiritually, the declaration of inspiration holds good.—"We are saved by hope."

THE Present, the Present is all thou hast
For thy sure possessing;
Like the patriarch's angel hold it fast
Till it gives its blessing.

TRUTH is one;
And, in all lands beneath the sun,
Whoso hath eyes to see may see
The tokens of its unity.

For still in mutual sufferance lies
The secret of true living:
Love scarce is love that never knows
The sweetness of forgiving.

FALSEHOODS which we spurn to-day
Were the truths of long ago;
Let the dead boughs fall away,
Fresher shall the living grow.

A LIFE of beauty lends to all it sees
The beauty of its thought;
And fairest forms and sweetest harmonies
Make glad its way, unsought.

THE mystery dimly understood,
That love of God is love of good,
That Book and Church and Day are given

For man, not God,—for earth,—not heaven,—
The blessed means to holiest ends,
Not masters, but benignant friends.

THE riches of the Commonwealth
Are free, strong minds, and hearts of health;
And more to her than gold or grain,
The cunning hand and cultured brain.

THE article of Miss Brackett, on "Science and the Classics," deserves, and will attract more than ordinary attention.

THE teachers of Arkansas and Texas will not only get a new idea of the force and power of object lessons, but they will get some data of inestimable value to them and their pupils if they send to Mr. H. C. Townsend, General Passenger Agent of the Missouri Pacific Railroad at St. Louis, and ask him for his pamphlet on "Plain Facts" about Arkansas and Texas. I presume it will be sent without charge on application, but the illustrations and cuts of the progress and improvements of these states could not be put in its present shape much short of an expense of \$5,000. In fact, if every one of the 200,000 teachers in the United States had this little book, which will be sent on application free of charge, it would give them data, statistics, and methods of illustration, which would add new zest and interest to every lesson in every branch of study. You might say to Mr. Townsend that you saw the suggestion to send for this book in the AMERICAN JOURNAL OF EDUCATION. Don't fail to get a copy.

MR. E. H. LONG, Superintendent of Schools in St. Louis, has evolved out of his inner consciousness—so to speak—a scheme which will give our whole public school system in the West both greater power and greater usefulness. The trend of the times seems to be towards a manual training phase of education—a sort of a reaction from the exclusive "book-work" of the past. If not carried too far, this experiment will bring good results. We shall give, in some subsequent issue, the leading features of the plan as developed by Mr. Long at a recent meeting of the Board of Education in St. Louis.

THE irrepressible O. and M. is landing its passengers in Cincinnati four solid hours in advance of any other line. They are running three steamers now and are loaded with business. Passengers are delighted and say the trip from Aurora through the flooded districts is worth alone ten times the price of the ticket.

IGNORANT people do not patronize newspapers. Intelligent people not only want to know what is being done, but they want to do something—hence they subscribe, and pay for newspapers, and they advertise and use and sustain in every way newspapers and newspaper offices.

RECENT LITERATURE.

TENNYSON'S IN MEMORIAM.—Its Purpose and Its Structure—A Study by John F. Genung, Boston. Published by Houghton, Mifflin & Co.

Here is a volume of about 200 pages which will throw a new, and a great light on a poem that has not only been great, but which has been growing greater since its first publication in 1850. It seems that we have missed much that the poet taught although we have for years read it, as the author of this study said should be read.

Mr. Genung says, "We need to lay, as it were, our hearts by the side of the poet's heart—surrendering ourselves obediently to his thought and spirit—until there is evolved to our view the *devoid* purpose that has presided throughout the whole series of these songs; and then we shall find that the spirit has indeed shaped itself a body—a fair, symmetrical, structure, worthy in every poet to present, well rounded, the thought which it enshrines."

What is the "thought?" "In Memoriam" was written to convey? or how does it come that this memorial of love and death should be the most influential poem of the century?

Mr. Genung answers this question fully and shows how

"That men may rise on stepping stones
Of their dead selves to higher things."

THE ENGLISH BODLEY FAMILY.—By Horace E. Scudder, Boston. Published by Houghton, Mifflin & Co.

We warn our readers to start with that if they have not plenty of time on their hands and the previous six volumes of the "Bodley Books" on the shelf, they had better not dip into volume 7 rehearsing the affairs of "The English Bodly Family." The fact is you will not find a convenient place to stop.

Mr. Scudder sees so much and tells us all about it in such an instructive, interesting, and fascinating way, and mingles so much of history, and weaves such wonderfully bright threads into the texture that you get and carry away with you, perhaps, more than if you looked with your own eyes in person, over the same field of observation.

To see all there is to be seen at home or abroad one must see intelligently—must be familiar with history, with art, with poetry, with architecture, and all the other collaterals which go to make up intelligent sight-seeing and correct judgment.

The moment Mr. Scudder lays his eyes on "St. Paul's" in London, or "The Tower," or "Wentworth Castle" or the "Worcester Cathedral," or the "Houses of Parliament" or the "Sail-bury Cathedral," there seems to spring forth an endless historical procession who come laden with facts and incidents to show all that has entered into the life of these famous places and made their reputation famous and world-wide—and to show, too, how in the years gone love, tragedy, comedy, worship and travel enriches the life of every boy and girl and man and woman in America today. So we say, you will find all these "Bodly Books" so interesting and instructive that if you are not careful you will want to read and reread the whole series, and especially this one of "The English Bodly Family."

If our teachers and the parents of the children would read carefully the *Popular Science Monthly* (Published by D. Appleton & Co. of New York), from month to month, we should have more health, more progress, more knowledge, more joy, more physical as well as moral and intellectual strength, with which to do the world's work. The latest as well as the best statements of fact in the scientific progress of the age will be found in this periodical.

In the February number we find such *practical* topics as the following, discussed at length: "The Remedies Of Nature," "Dangerous Kerosene," "The Morality of Happiness," "Working Capacity of Unshod Horses," "The Chemistry of Cookery," and a dozen or fifteen other equally interesting and important articles. How easy, it would be, for our teachers by an exhibition or two, to receive money enough to stock up a "Reading Club" with such magazines as *The Atlantic Monthly*, *The Century*, *Littell's Living Age*, *The North American Review*, *Popular Science Monthly*, and for the children, *Wide-a-Wake* and *St. Nicholas*. What a vast fund of information can be found in the discussion of the living, vital questions of the age, so largely treated as they are in this list of magazines. Let the people get enlisted and absorbed in this larger world of thought and experience, and how trivial the small neighborhood gossip, begetting so frequently ill-feeling and collision, would seem. Is not the world larger on the whole, and better than it seems sometimes? looked at from our circumscribed sphere? Is it not?

The Century, even to hold its own, would be doing well; but when you look over the ample and well filled and marvelously illustrated pages of the February number, the unanimous verdict must be that it steps out into the "mid-winter" issue with a strong invitation to all the rest—to "come on!"

The illustration of "Dante" will give new zest to the "Dante clubs," and to the study of this, as yet imperfectly rendered and more imperfectly understood poet.

In looking at these wonderful illustrations in the February number, what must we think of the "daubs"—that were called "artistic," which disfigured its pages a year ago or more?

The Century, from its birth as "Scribner's Magazine," down to this splendid February number, has been so wholesome and healthful and helpful, too, in all its teachings, that one could forgive this failure, but now that it promises to be even more and better in its illustrations than ever before, one can afford, as of old, to specially commend this feature; but spare us from its former defacements, mislabeled "art."

Geo. W. Cable discusses ably and fearlessly "The Convict Lease System in the Southern States," and shows clearly what an abomination and disgrace this inhuman "system" is in this age of the world. "Merinos in America" is so well done that it almost brings to us the smell of "sheep-shearing" time in our boy-hood days.

The "bleat" of the lambs and the "passing flocks on a dusty road" are all down to the life, and of this, too, in a "literary" magazine! Literature, you see, is taking on practical forms of illustration and discussion. We ought not to stop, but we must; because of lack of space to speak further of the value of the articles on "Topics of the Time," "Open Letters," "Bric-a-Brac," etc., etc. Why not get up a "Reading Club," and get these magazines into the hands of the people universally? Try it!

MR. CARL SCHURZ, resigning the editorship of one of the leading journals of New York, on the ground that irreconcilable differences of opinion existed between him and his associates with regard to the conflict of the Telegraph and Railroad men with their employers, has awakened curiosity in no ordinary degree; and hence when he defines his position upon the question at issue, viz., "writes on Corporations, their Employees and the Public," in the *North American Review* for February he is sure to command an attentive hearing. Senator J. J. Ingalls writes of "John Brown's Place in History," his purpose being to dis-

prove the several counts in the indictment of the hero of Potawatomi contained in the recent article by the Rev. David N. Utter. "Race Increase in the United States," by Congressman J. Randolph Tucker, makes a very substantial contribution to sociological science. The Rev. M. J. Savage, in pointing out sundry "Defects of the Public School System," advances certain views of the ends to be attained by State education which, if accepted, would very materially modify, and indeed revolutionize the existing system. Published at 30 Lafayette Place, New York, and for sale by booksellers generally.

"EDUCATION" for January and February contains more than its usual amount of interesting matter.

The notable articles are "Manual Training," by Prof. C. M. Woodward, of Washington University, St. Louis, of which we have published already several interesting extracts.

THE "Function of the Normal School," by Prof. E. C. Hewett, L.L.D., of Normal, Ill., and "The University," by Wm. W. Folwell, L.L.D., Minneapolis, Minn.

HON. JOHN EATON, L.L.D., of Washington, D. C., presents a summary of "What has been done for Education by the Government of the United States," with which every teacher ought to become familiar, especially note that we are asking for another \$50,000,000. It will be seen that the precedents are all in favor of such an appropriation.

If some of this material seems familiar to those who were in attendance at the meeting of the National Teachers' Association in Saratoga, last summer, they will rejoice to have these admirable papers put into permanent and accessible shape. Boston, New England, Publishing Co.

LITTELL'S LIVING AGE. The numbers of *The Living Age* for January 19th and 26th, contain, among other interesting articles, Ancient International Law, *Contemporary Review*; Scraps from the *Chronicles of Venice*, *National Review*; Greenstead Church, and Dream-space, *Gentleman's Magazine*; Canon Liddon on Secularism, *Spectator*; with the conclusion of "A Maiden Fair," and instalments of "The Baby's Grandmother," and "Old Lady Mary: a Story of the Seen and the Unseen," and the usual amount of poetry.

A new volume began January 1st. For fifty-two numbers of sixty-four large pages each (or more than 3,300 pages a year) the subscription price (\$8) is low; still we will send the *AMERICAN JOURNAL OF EDUCATION* and the *Living Age* one year for \$8.00, or for \$10.50 the publishers offer to send any one of the American \$4.00 monthlies or weeklies with *The Living Age* for a year, both postpaid. Littell & Co., Boston, are the publishers.

THERE is no open space wasted in *St. Nicholas* for February. From the illustration of a wild "Mid-winter Night," on the first page, all through to the 344th page, it is packed full of wit, wisdom, pictures, charades, letters, fables, February almanac, etc., etc. Read it and see for yourself how much, now-a-days, one gets for a trifling outlay!

"OUR Little ones" and "Pansy" keep us young and happy in spite of the "grind" of every-day business, for we go home and bathe in the "fountain of youth," as we show the pictures and read the stories to the eager, hungry souls athirst for something beyond—way beyond—the present. Will they ever come up with it? We have traveled far, and have not yet overtaken all we dreamed—away back there where they are pure. Still we love these fresh, bright, pure

pictures and so do the children. Thanks to the publishers for their outlay to make glad these young lives.

THE Hooper Institute is in a flourishing condition. So many new students have entered for the new terms that the music room and library will have to be utilized to make room for desks. A fine three story brick building has just been completed as a residence for the Principal, who will keep with him the lady boarders. The two story frame building lately built upon the grounds will be used for gentlemen boarders. Never in its history has the school been so prosperous. The town of Clarksburg, in which it is situated, is free from saloons and filled with a moral and intelligent class of people, which renders it just the place for school purposes. Nearly a hundred teachers from this school are now teaching in Montrose and adjoining counties, many of whom hold first class, first grade certificates.

Littell's Living Age began its one hundred and sixtieth volume in January. Foreign periodical literature, and especially that of England, continues to grow both in extent and importance; and *The Living Age*, which presents with great beauty and completeness the best of this literature, cannot fail to become more and more valuable to its readers.

Catarrh Cured.

A clergyman, after suffering a number of years from that loathsome disease, Catarrh, after trying every known remedy without success, at last found a prescription which completely cured and saved him from death. Any sufferer from this dreadful disease sending a self addressed stamped envelope to Dr. J. A. Lawrence, 250 Schermerhorn St., Brooklyn, New York, will receive the recipe free of charge.

Home Items.

—All your own fault

If you remain sick when you can
Get hop bitters that never—Fail

The weakest woman, smallest child, and sickest invalid can use hop bitters with safety and great good.

—Old men tottering around from Rheumatism, kidney trouble or any weakness will be almost new by using hop bitters.

—My wife and daughter were made healthy by the use of hop bitters and I recommend them to my people.—Methodist Clergyman.

Ask any good doctor if hop
Bitters are not the best family medicine
On earth.

—Malarial fever, Ague and Biliousness, will leave every neighborhood as soon as hop bitters arrive.

—My mother drove the paralysis and neuralgia all out of her system with hop bitters.—Ed. Oswego Sun.

—Keep the kidneys healthy with hop bitters and you need not fear sickness.

—Ice water is rendered harmless and more refreshing and reviving with hop bitters in each draught.

—The vigor of youth for the aged and infirm in hop bitters.

A Special Invitation.

We specially invite a trial by all those sufferers from Kidney and Liver complaints who have failed to obtain relief from other remedies and from doctors. Nature's great remedy, Kidney-Wort, has effected cures in many obstinate cases. It acts at once on the Kidneys, Liver and Bowels, cleansing the system of all poisonous humors and restoring a healthy condition of those important organs. Do not be discouraged but try it.

PUBLISHER'S NOTES

PROF. S. P. EVANS, Grayson county, Texas, in ordering a lot of school supplies, says: "Can you send me back numbers of the Texas Edition of the AMERICAN JOURNAL OF EDUCATION from the time my late subscription expired? I cannot afford to be without a single number. Send it along. It is an invaluable aid to me inside the school-room and outside among the people."

MISSOURI.

A LEADING County Superintendent in Missouri says: "You shall have my aid and cordial co-operation in your effort to place the AMERICAN JOURNAL OF EDUCATION in the hands of the teachers of our county. Directors who wish to be posted and desire their administration of school affairs to bring about the best results, should take it and read it carefully."

ST. LOUIS FAIR ASSOCIATION.

THE following is the result of the Annual Election of Officers for 1884:

President, CHARLES GREEN.
Vice-Pres., R. P. TANSEY.
2d Vice-Pres., EDW. MARTIN.
3d Vice-Pres., L. M. RUMSEY,
Treasurer, W. W. WITHNELL.
Secretary, FESTUS J. WADE.
Superintendent, JOHN DUFFY.

The salary of all officers was fixed at the same amount as last year, with the exception of the Secretary's, which was increased \$300 per annum.

GEOGRAPHICAL HINTS.

THE National Educational Association is to meet July 15th to 18th, 1884, at Madison, Wis. They propose an excursion to the Yellowstone Park.

A Geodetic Congress recently met in Rome, Italy, and resolved that the meridian of Greenwich should be the common first meridian and the locality for the departure of the universal hour and cosmopolitan dates. The United States Railroad Standard Time is in harmony with that resolution.

Victoria Falls, in South Africa, is the largest in the world, being 5,700 feet wide and 400 feet high, or nearly twice as large as Niagara Falls.

The Red River of China, where the French-Chinese war is located, is designated in some school geographies under its Chinese name, Songkoi. This river, in size, width and character, is similar to the Mississippi.

A Safeguard.

The fatal rapidity with which slight Colds and Coughs frequently develop into the gravest maladies of the throat and lungs, is a consideration which should impel every prudent person to keep at hand, as a household remedy, a bottle of AYER'S CHERRY PECTORAL.

Nothing else gives such immediate relief and works so sure a cure in all affections of this class. That eminent physician, Prof. F. Sweetzer, of the Maine Medical School, Brunswick, Me., says:—

"Medical science has produced no other anodyne expectorant so good as AYER'S CHERRY PECTORAL. It is invaluable for diseases of the throat and lungs."

The same opinion is expressed by the well-known Dr. L. J. Addison, of Chicago, Ill., who says:—

"I have never found, in thirty-five years of continuous study and practice of medicine, any preparation of so great value as AYER'S CHERRY PECTORAL, for treatment of diseases of the throat and lungs. It not only breaks up colds and cures severe coughs, but is more effective than anything else in relieving even the most serious bronchial and pulmonary affections."

AYER'S Cherry Pectoral

Is not a new claimant for popular confidence, but a medicine which is to-day saving the lives of the third generation who have come into being since it was first offered to the public.

There is not a household in which this invaluable remedy has once been introduced where its use has ever been abandoned, and there is not a person who has ever given it a proper trial for any throat or lung disease susceptible of cure, who has not been made well by it.

AYER'S CHERRY PECTORAL has, in numberless instances, cured obstinate cases of chronic Bronchitis, Laryngitis, and even acute Pneumonia, and has saved many patients in the earlier stages of Pulmonary Consumption. It is a medicine that only requires to be taken in small doses, is pleasant to the taste, and is needed in every house where there are children, as there is nothing so good as AYER'S CHERRY PECTORAL for treatment of Croup and Whooping Cough.

These are all plain facts, which can be verified by anybody, and should be remembered by everybody.

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Use the Magnetron Appliance Co's
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They are priceless to ladies and gentlemen and children with weak lungs; no case of pneumonia or croup is ever known where these garments are worn. They also prevent and cure Heart Difficulties, Colds, Rheumatism, Neuralgia, Throat Troubles, Diphtheria, Catarrh, and all kindred diseases. Will wear any service for three years. Are worn over the under clothing.

CATARRH.

It is needless to describe the symptoms of this noxious disease that is sapping the life and strength of only too many of the fairest and best of both sexes. Labor, study and research in America, Europe and Eastern lands have resulted in the Magnetic Lung Protector, affording cure for Catarrh, a remedy which contains no drugging of the system, and with the continuous stream of Magnetism permeating through the afflicted organs, must restore them to healthy action. We place our price for this appliance at less than one twentieth of the price asked by others for remedies upon which you take all the chances, and we especially invite the patronage of the many persons who have tried drugging their stomachs without effect.

HOW TO OBTAIN

This Appliance. Go to your druggist and ask for it. If he has not got it, write to the proprietors, enclosing the price in a letter at our risk, and it will be sent to you at once by mail, post-paid.

Send stamp for the "New Departure in Medical Treatment Without Medicine," with thousands of testimonials.

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16-11 17

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Asthma, Bronchitis, Catarrh. Dyspepsia, Rheumatism, Scrofula, and

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COMPOUND OXYGEN DISPENSARY,

147 Throop Street, Chicago, Ill.

Unimpeachable Testimony.

To a physician requesting his opinion of Compound Oxygen, Mr. William Penn Nixon, managing editor of the Inter-Ocean, of this city, writes:

THE INTER-OCEAN OFFICE,
CHICAGO, April 4, 1883.

Dear Sir.—You ask my opinion of Compound Oxygen, in regard to its efficiency as a healing remedy, and I am glad to be able to reply that I have the greatest faith in it. Several years ago, when laboring under very serious trouble with my throat and lungs, at the instance of a friend in Boston, who had been similarly affected, I began the use of Oxygen—began without much faith, but the result was such that I am prepared to recommend its use to all persons similarly affected. At the end of five months I found myself a well man, and ever since I have enjoyed better health and been more robust than ever before. It seemed in my case to strike at the root of the disease and reform the whole system. I will recommend no patent nostrum of any kind, but I deem it a duty to the many afflicted with lung trouble in this country to recommend to them the Oxygen. Perseveringly and continuously used it will work wonders. Yours truly,

WM. PENN NIXON.

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INHALANT.

A cure for Catarrh, Bronchitis, Asthma, and all diseases of the

Throat and Lungs—even consumption—if taken in season. It will break up a Cold at once. It is the King of Cough Medicines. A few inhalations will correct the most offensive breath. It will relieve Sore Throat and Hoarseness sometimes in a few minutes. For public speakers and singers it is invaluable. Hundreds of clergymen use it. Nilsson, Kellogg, Eustaphie and other distinguished vocalists commend it for clearing the voice in hoarseness or irritation, as indispensable.

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Number One of "Ogilvie's Popular Reading" contains the following complete stories, each one of which would cost \$1.00 in book form: The Octoroon, by Miss M. E. Braden; Hilary's Folly, by Bertha M. Clay; Ninety-nine Reclinations, by J. S. Ogilvie; Chunks of Fun, with 20 illustrations by Ike Phillips; Nat Foster, the Boston Detective, by Harry Rockwood. All of the above stories, printed in large type, with handsome colored lithograph cover. Sold by all news-dealers, or mailed to any address, on receipt of 30 cents, by J. S. Ogilvie & Co., Publishers, 31 Rose Street, New York.

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BIG OFFER.—In order to introduce our new goods and secure future trade we will, on receipt of 15 cents stamps, send you Free, by mail, this Elegant Toilet Knife. It has a blade of tempered steel, toothpick, nail cleaner, and toilet blade. Address Wesson Mfg. Co., Providence, Rhode Island. 16-12

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Makes a shaded mark of two colors at single stroke. Sample set of 3 sizes by mail, \$1. Circular and sample writing free. J. W. STOKES, E. Milan, O.

WHAT IS CATARRH?

From the Mail, (Canada), Dec. 15.

Catarrh is a mucous purulent discharge caused by the presence and development of the vegetable parasite amoeba in the internal lining membrane of the nose. This parasite is only developed under favorable circumstances, and these are: Morbid state of the blood, as the blighted corpuscle of tubercle, the germ poison of syphilis, mercury, toxemia, from the retention of the effete matter of the skin, suppressed perspiration, badly ventilated sleeping apartments, and poisons that are germinated in the blood. These poisons keep the internal lining membrane of the nose in constant state of irritation, ever ready for the deposit of the seeds of these germs which spread up the nostrils and down the fauces or back of the throat, causing ulceration of the throat; up the eustachian tubes, causing deafness; burrowing in the vocal cords, causing hoarseness; usurping the proper structure of the bronchial tubes, ending in pulmonary consumption and death.

Many attempts have been made to discover a cure for this distressing disease by the use of inhalants and other ingenious devices, but none of these treatments can do a particle of good until the parasites are either destroyed or removed from the mucous tissue.

Some time since a well-known physician of four years' standing, after much experimenting, succeeded in discovering the necessary combination of ingredients which never fails in absolutely and permanently eradicating this horrible disease, whether standing for one year or forty years. Those who may be suffering from the above disease should, without delay, communicate with the business managers, Messrs. A. H. DIXON & SON., 305 King Street West, Toronto, and get full particulars and treatise free by enclosing stamp.

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\$3.40 for 38 Cents, Stamps or Silver Any one sending me the address of 10 married persons, and 38c will receive by return mail a package of goods that net \$3.40, including an extra heavy gold plated ring worth \$1. I have a fine variety of Goods, and make this sacrifice to secure future orders, on which I expect my profits. Any one can make a bushel of money by acting now. Address J. D. HENRY, Box 127 Buffalo, N. Y.

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This elegant **SOLID RING** made of Heavy 18 K. Rolled Gold, warranted for 5 years. Each Ring encased in an elegant Velvet Cushion. We will send you a postpaid one Ring and Cushion for 45c. Also give sample case of our Beautiful Cards. (You'll be more than pleased) also our New Illustrated Premium List. Price of Ring and Cushion will be sent to one address for \$1.25. 50 "Beauties," all gold and silver, motto, verse, names, Hints, etc. cards, with your name, 10c. 11 packs, \$1.00 and this gold Ring free. Agents wanted. Sample Book 25c. Stamp taken. U. S. CARD CO., Centerbrook, Conn.

A PRIZE Send six cents for postage, and receive free, a costly box of goods which will help all, of either sex, to more money right away than anything else in this world. Fortunes await the workers absolutely sure. At once address TRUE & Co., Augusta, Maine. 17-2 ly

I CHEERFULLY add my testimony to the value of Ely's Cream Balm as a specific in the case of one in our family, who has been seriously debilitated with Catarrh for the past eight years, having tried ineffectually other medicines and several specialty doctors in Boston. She improved at once under this discovery, and has gained her health and hearing, which has been considered incurable. —ROBERT W. MERRILL, Secretary of the Phoenix Manufacturing Co., Grand Haven, Mich. (See Adv't.)

THE purest literary talent appears at one time great, at another time small, but character is of a stellar and undiminishable greatness.

A Voice from the Press.

I take this opportunity to bear testimony to the efficacy of your "Hop Bitters." Expecting to find them nauseous and bitter and composed of bad whiskey, we were agreeably surprised at their mild taste, just like a cup of tea. A Mrs. Cresswell and a Mrs. Connor, friends, have likewise tried, and pronounce them the best medicine they have ever taken for building up strength and toning up the system. I was troubled with constiveness, headache and want of appetite. My ailments are now all gone. I have a yearly contract with a doctor to look after the health of myself and family, but I need him not now.

S. GILLILLAND, People's Advocate, Pittsburg, Pa. July 25, 1878.

There is hardly an adult person living but is sometimes troubled with kidney difficulty, which is the most prolific and dangerous cause of all disease. There is no sort of need to have any form of kidney or urinary trouble if Hop Bitters is taken occasionally.

He only can enrich me who can recommend to me the space between sun and sun. 'Tis the measure of a man,—his apprehension of a day.

Swindlers Abroad.

If any one has misrepresented that we are in any way interested in any bogus bitters or stuff with the word "Hops" in their name, cheating honest folks, or that we will pay any of their bills or debts, they are frauds and swindlers, and the victims should punish them. We deal in and pay only the bills for the genuine Hop Bitters, the purest and best medicine on earth.

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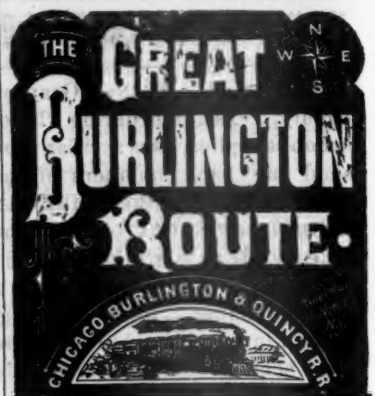
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PUBLISHER'S NOTES

Mr. W. C. GRIFFITH, of Montague county, Texas, says, January 18th, in ordering "Aids to School Discipline": "I should scarcely know how to get along or teach now without your aids, and wonder how I ever succeeded without them. Teachers will find them an invaluable help."

Mr. L. A. McDONALD, of Montague county, Texas, writes under date of January 25th, as follows:

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16-12

Illinois Central Railroad
TIME TABLE.

STATIONS	Train No. 1, Daily except through sleep- Sunday.		Train No. 3 Daily with ing car Chicago to New Orleans.	
	Leave	Arrive	Leave	Arrive
Leave Chicago.....	8:10 a. m.	8:30 p. m.	8:10 a. m.	8:30 p. m.
Arrive Effingham.....	4:40 p. m.	3:55 a. m.	4:40 p. m.	3:55 a. m.
Arrive Odessa.....	7:10 p. m.	5:45 a. m.	7:10 p. m.	5:45 a. m.
Arrive Centralia.....	7:35 p. m.	6:10 a. m.	7:35 p. m.	6:10 a. m.
Leave Centralia.....	10:05 p. m.	6:15 a. m.	10:05 p. m.	6:15 a. m.
Arrive Cairo.....	4:05 a. m.	10:50 a. m.	4:05 a. m.	10:50 a. m.
Arrive Martin.....	7:40 a. m.	1:25 p. m.	7:40 a. m.	1:25 p. m.
Leave Martin.....	10:40 a. m.	10:15 p. m.	10:40 a. m.	10:15 p. m.
Arrive Nashville.....	7:30 p. m.	10:00 a. m.	7:30 p. m.	10:00 a. m.
Arrive Milan.....	9:10 a. m.	2:45 p. m.	9:10 a. m.	2:45 p. m.
Leave Milan.....	12:55 p. m.	3:30 a. m.	12:55 p. m.	3:30 a. m.
Arrive Memphis.....	4:15 p. m.	8:15 a. m.	4:15 p. m.	8:15 a. m.
Arrive Jackson, Tenn.....	10:40 a. m.	4:00 p. m.	10:40 a. m.	4:00 p. m.
Leave Jackson, Tenn.....	10:45 a. m.	4:05 p. m.	10:45 a. m.	4:05 p. m.
Arrive Mobile, Ala.....	1:50 a. m.	6:00 p. m.	1:50 a. m.	6:00 p. m.
Arrive Grand Junction.....	12:45 p. m.	6:00 p. m.	12:45 p. m.	6:00 p. m.
Leave Grand Junction.....	6:22 p. m.	6:22 p. m.	6:22 p. m.	6:22 p. m.
Arrive Memphis.....	8:30 p. m.	8:20 p. m.	8:30 p. m.	8:20 p. m.
Arrive Jackson, Miss.....	10:45 p. m.	3:21 a. m.	10:45 p. m.	3:21 a. m.
Leave Jackson, Miss.....	5:40 a. m.	5:40 a. m.	5:40 a. m.	5:40 a. m.
Arrive Vicksburg.....	8:00 a. m.	8:00 a. m.	8:00 a. m.	8:00 a. m.
Arrive New Orleans.....	7:15 a. m.	11:00 a. m.	7:15 a. m.	11:00 a. m.

NOTE—That Train No. 3 (with through New Orleans sleeper) leaving Chicago at 8:30 p. m. daily, arrives at New Orleans at 11:00 a. m. the second morning (18½ hours). This is 8 hours quicker time than has ever been made from Chicago to New Orleans, and 8 hours quicker time than by any other route.

NOTE—That Train No. 3, leaving Chicago at 8:30 p. m., arrives at Memphis via Grand Junction and the Memphis & Charleston Railroad, at 8:20 p. m. (23 hours and 50 minutes from Chicago). Passengers on this train have the advantage of through sleeper to Grand Junction, which is reached at 6:00 p. m.

NOTE—That passengers leaving on Train No. 1, make connection at Milan with Louisville & Nashville train, arriving at Memphis at 4:15 p. m.; also at Grand Junction with Memphis & Charleston Railroad, arriving at Memphis at 8:20 p. m.

NOTE—The close connection with the Mobile & Ohio Railroad at Jackson, Tenn., and the quick time we are thus enabled to make. Mobile passengers can secure sleeping car accommodations for Train No. 1 at DuQuoin, at 12:15 a. m., and again at Jackson, Tenn., direct for Mobile.

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THOS. DORWIN, General Northern Passenger Agent, Chicago.
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